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ABSTRACT

This manual outlines fundamental principles and actual clinical and administrative procedures for evaluating, documenting, and accommodating a wide range of mental and physical impairments. An initial section provides a solid understanding of the Americans with Disabilities Act's (ADA's) conceptual framework, demonstrating how the standards imposed by the law may challenge existing ideas about how disability is defined. Key concepts are explained, the rights and responsibilities of educational institutions are delineated, and the role of the postsecondary disability service administrator is described in depth. Educational and test accommodations are addressed. The guide then provides specific recommendations on how to reach determinations about conditions that are frequently the basis for claims, such as attention deficit hyperactivity disorder (ADHD), language-based learning disabilities, mood and anxiety disorders, physical disabilities, and visual disorders. Reproducible appendices include several sample documentation forms, as well as current consensus guidelines for documenting learning disabilities and ADHD developed by the Association on Higher Education and Disability and the Consortium on ADHD Documentation. (Individual chapters include references.) (CR)

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